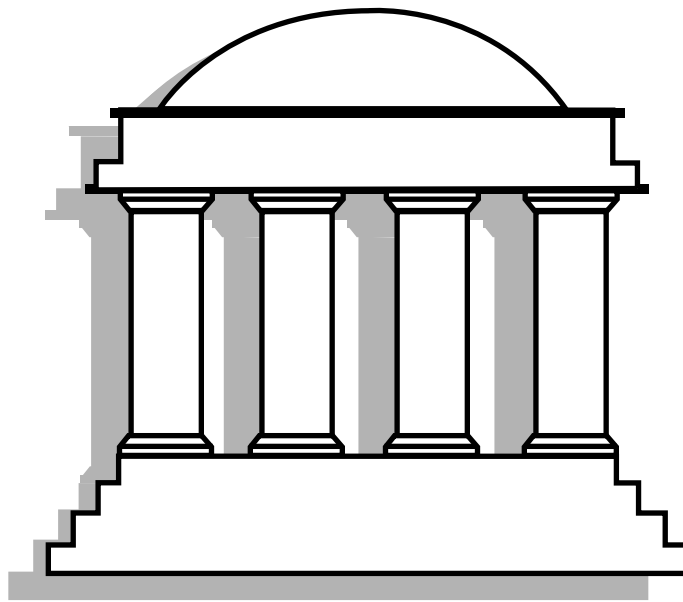


**MICHIGAN EDUCATION
ASSESSMENT PROGRAM
MEAP**



**GRADE 5
SOCIAL STUDIES ASSESSMENT
MODEL**

MARCH 1998

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INTRODUCTION

The social studies MEAP at grades 5 and 8 and the social studies high school test will be administered for the first time in the 1998–99 school year. This document, the ***Social Studies Assessment Model***, is designed to communicate to students, parents, teachers, curriculum specialists, and administrators what those assessments will be like.

THE WORK OF MANY INDIVIDUALS

The work of putting this model together has been a collaborative effort. Under the joint leadership of the Michigan Department of Education's Michigan Educational Assessment Program and the Curriculum Development Program Unit, the input of hundreds of social studies professionals have been included in this ***Social Studies Assessment Model***. Having a major role in the development of the ***Assessment Model*** were the Michigan Council for the Social Studies, the Michigan Social Studies Education Project Task Force, content advisory committees, item-tryout range-finding committees, a bias review committee, teachers who participated in the item tryout, and hundreds of Michigan social studies educators who shared their ideas and comments during workshops and seminars.

PURPOSE OF THIS DOCUMENT

The primary purpose of this document is to acquaint all teachers of social studies with the framework of the assessment. The social studies assessment is aligned with the *Social Studies Standards of the Michigan Curriculum Framework*. A review of the released test form in this document will give teachers concrete examples of assessment items. Because these items are released, they will not appear in operational forms of the assessments. Each of the items included in the ***Assessment Model*** was drawn from items that were tested with a representative sample of Michigan students at grade 5 during the spring 1997 item tryout. All portions of the ***Assessment Model*** may be duplicated or copied for educational use.

ORGANIZATION

The ***Social Studies Assessment Model*** has four parts. Part One is introductory material that spells out the number, type, context, and point value of the assessment items. This first part represents the basic framework on which the assessment was built. A released form of the assessment is provided in Part Two of the ***Assessment Model***. This model is a complete test form and essentially represents what students will be given at the time of testing. Sample student responses, scoring guides, and annotations on scoring comprise Part Three. The final section, Part Four, contains a glossary, a brief list of resources, and the names of individuals that were key to the development of social studies assessment in Michigan.

PART ONE: THE BASIC FRAMEWORK

MICHIGAN FRAMEWORK for SOCIAL STUDIES EDUCATION

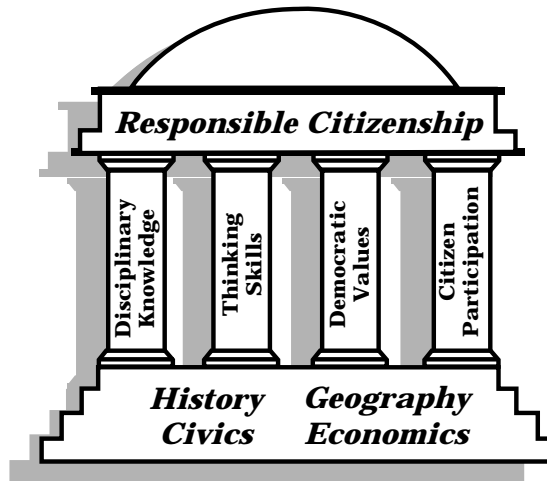


Figure 1: Assessment is built on the content standards

THE PURPOSE OF SOCIAL STUDIES

Social studies is defined as the integrated study of the social sciences to prepare young people to become responsible citizens. As Figure 1 shows, the social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. Each capacity contributes uniquely to the development of responsible citizenship. Social studies draws primarily upon the disciplines of history, geography, economics, and American government as provided by Public Act 335 of 1993. The 25 standards listed in the *Social Studies Content Standards of the Michigan Curriculum Framework* establish expectations for what students are expected to know and be able to do as a result of their social studies education.

The *Social Studies Content Standards* are grouped into seven categories called strands. The standards, expressed as attributes we envision for our graduates, are the intended results of students' experience with a core curriculum. Students are expected to make continuous progress toward meeting the standards at each level of schooling. All of the standards should be pursued at every grade level of a core curriculum from kindergarten through graduation. As Figure 2 shows, they spiral through the curriculum. Benchmarks are established for each standard to designate more specifically what students are expected to learn by the end of the early elementary grades, the later elementary grades, middle school, and high school to indicate their progress toward meeting the standards.

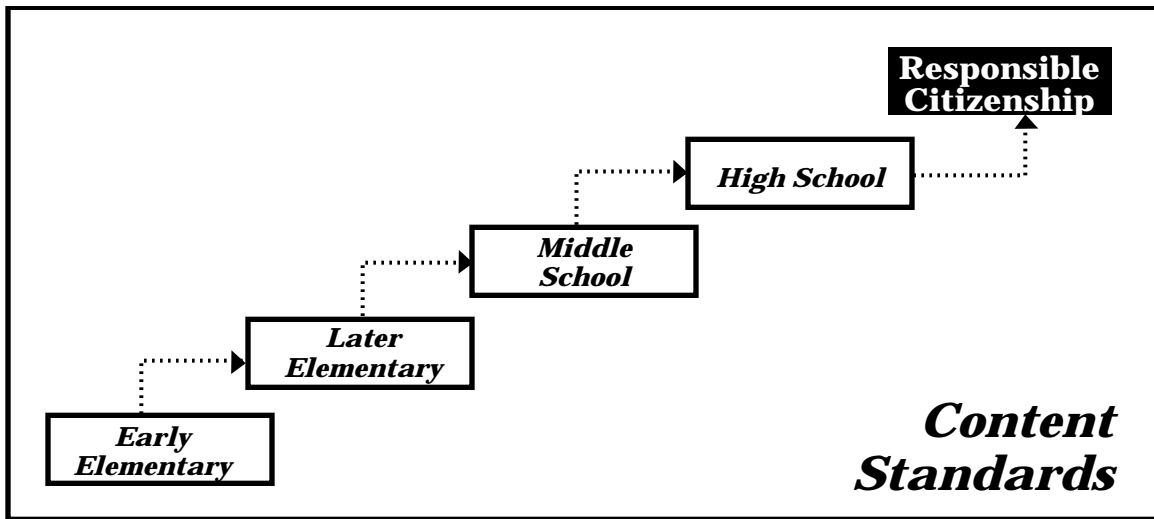


Figure 2: Building towards the goal of responsible citizenship

MEAP AND THE GRADE 5 TEST AS PART OF A COMPREHENSIVE ASSESSMENT SYSTEM

An assessment system should consist of statewide assessment, assessment at the local level, and performance standards that link assessment to the content standards. The primary purpose of assessment should be the improvement of teaching and learning, and no single assessment instrument can provide all the information needed to accomplish this purpose. An integrated approach to assessment, in which all social studies content standards and benchmarks are assessed with the most appropriate assessment methods available, is needed.

PURPOSE OF STATEWIDE ASSESSMENT

The statewide social studies assessment is designed to provide information about student social studies achievement, promote assessment practices that support learning for all students, and foster teaching that is aligned with the state *Social Studies Content Standards*. This assessment information can be used by students, parents, teachers, school districts, researchers, and state government to advance the quality of social studies education.

STANDARDS ASSESSED AT THE STATE LEVEL

Statewide assessment is based on the *Content Standards for Social Studies of the Michigan Curriculum Framework*. Some of those standards are not conducive to state testing and must be assessed locally. The 22 content standards to be assessed by statewide tests are presented in Figure 3.

Historical Perspective	Geographic Perspective	Civic Perspective	Economic Perspective	Inquiry	Public Discourse and Decision Making
I.1 <i>Time and Chronology</i>	II.1 <i>People, Places, and Cultures</i>	III.1 <i>Purposes of Government</i>	IV.1 <i>Individual and Household Choices</i>	V.1 <i>Information Processing</i>	VI.1 <i>Identifying and Analyzing Issues</i>
I.2 <i>Comprehending the Past</i>	II.2 <i>Human/Environment Interaction</i>	III.2 <i>Ideals of American Democracy</i>	IV.2 <i>Business Choices</i>		VI.3 <i>Persuasive Writing</i>
I.3 <i>Analyzing and Interpreting the Past</i>	II.3 <i>Location, Movement, and Connections</i>	III.3 <i>Democracy in Action</i>	IV.3 <i>Role of Government</i>		
I.4 <i>Judging Decisions from the Past</i>	II.4 <i>Regions, Patterns, and Processes</i>	III.4 <i>American Government and Politics</i>	IV.4 <i>Economic Systems</i>		
	II.5 <i>Global Issues and Events</i>	III.5 <i>American Government and World Affairs</i>	IV.5 <i>Trade</i>		

Figure 3: Social studies standards to be assessed

RESPONSE FORMATS

State tests will feature three types of response formats. Each type will pertain to a prompt or prompts consisting of a passage, map, chart, graph, drawing, photograph, or a combination of these. All three types of responses will require students to remember what they have learned (“activate prior knowledge”) and to analyze information presented by the prompt. The three types of response formats are:

Selected: Students select a response from a group of possible choices. These items are a form of enhanced multiple-choice items and take approximately one minute each to complete. Selected-response items will be presented in five-item clusters that use a common prompt.

Constructed: Students generate a reply that they have created based upon their prior knowledge and information presented

in a prompt at the time of testing. A constructed response should take students no more than five minutes to complete and could be expressed in various forms, e.g., a paragraph, table, map, chart, or graph.

Extended: An extended response should take no more than 15 minutes to complete. Students compose an essay that addresses a public policy issue. They will be asked to interpret and use data provided in the prompt. Students must also demonstrate what they know from history, geography, civics, or economics, and their understanding of core democratic values of American democracy in their response.

DISTRIBUTION OF ITEMS BY STRAND AND TYPE OF FORMAT

Figure 4 shows how the items for each test will be distributed by strand and type of response format. The number of items for each test has been set. Selected-response items will be worth 1 point, constructed-response items 2 points, and extended-response items 4 points. On the grade 5 test, 43 of the 61 points possible are assigned to selected-response items. In other words, about one-third of the total score is attributed to open-ended items on the statewide tests.

<i>Items by Strand and Response Format</i>			
STRAND	Selected Response	Constructed Response	Extended Response
Historical Perspective	2 five-item clusters	1 item	
Geographic Perspective	2 five-item clusters	1 item	
Civic Perspective	2 five-item clusters	1 item	
Economic Perspective	2 five-item clusters	1 item	
Inquiry	1 item	1 item	
Inquiry and Decision Making	2 items		2 items

Figure 4: Distribution of items—Grade 5

CONTEXTS FOR ITEM SELECTION

The *Content Standards for Social Studies of the Michigan Curriculum Framework* should be addressed at every grade level and course. Consequently, all of the 22 standards being assessed statewide will be incorporated in each test. Items will be designed to reflect the appropriate grade-level benchmarks for those standards. Standards and benchmarks, however, are not unique to a particular context of a social studies curriculum. Consider Standard I.1 (Time and Chronology), for example. Students could make progress toward meeting this standard when studying the history of their local communities, when studying the early history of the United States, when studying the recent history of the United States, or when studying medieval Europe or ancient China, to name only some of the possibilities. Similarly, for Standard II.1 (People, Places, and Cultures) students could make progress toward meeting this geographic standard by studying any of several regions—locally, nationally, or globally.

Not all possible eras in history nor regions in geography could be included on the state social studies tests. Nor could all the possible contexts from the civics or economics strands be included. To a large extent, the choice of contexts for the social studies curriculum is a local decision. The *Social Studies Content Standards* adopted by the State Board of Education do not specify the particular subject matter for a social studies curriculum. Some assumptions about the content of the social studies curriculum, however, have been made to guide the design of state assessments. These assumptions are derived from the benchmarks that support the state *Social Studies Content Standards* and from curriculum patterns in Michigan schools.

With no assumptions about the content of the curriculum, there would be no basis for determining an appropriate curricular context for testing. Broad contexts have, therefore, been identified as a basis for constructing state assessment items. These contexts should also be considered when designing a local core curriculum for social studies.

CONTEXT FOR ITEM SELECTION MEAP TEST—GRADE 5

The elementary school benchmarks follow what is sometimes called the “expanding environments” pattern for building social studies curriculum. According to this pattern, students begin by studying themselves, then other individuals. They then progress to studying families and schools, local communities (e.g., villages, cities, and townships), broader communities (e.g., metropolitan regions or counties), the state of Michigan and other states, regions of the United States, and the United States as a nation. The capstone to this expanding environments pattern is typically found in sixth and seventh grades when study extends to global regions and the world as a whole. Based upon this pattern, the contexts for the fifth grade

MEAP test include what students are expected to study from kindergarten to the middle of grade five: local communities, the state of Michigan, regions of the United States, the history of the United States to 1763, the rights and responsibilities of American citizens, and basic economic concepts.

Although the context of United States history is limited to the eras ending in 1763, the geographic, civic, and economic contexts include the present. The scope of a context should not be narrow or parochial. Beginning with their own families, for example, students could go on to study other families, near and far, now and then. The same global scope could be applied to the study of individuals, schools, local communities, and regional communities. Students might begin third grade, for example, studying the county or metropolitan region in which they live and then move on to one elsewhere in the state, from another state, or from another country. Comparably, students who began grade four with the study of Michigan might continue with a comparison study of another state, culminating perhaps in the study of the equivalent of an American state in another country such as a Canadian province or Japanese prefecture.

Although an assumption of the fifth grade MEAP test is that students have studied the history of the United States prior to 1763, a local school district could, of course, choose to go beyond that time in its elementary social studies curriculum.

On the social studies grade 5 assessment, the test prompts will focus on history, geography, civics, economics, public discourse and decision making, and inquiry benchmarks within the following contexts:

***Contexts for
MEAP Test
Grade 5***

- *United States History until 1763*
- *Regions of the United States*
- *Michigan*
- *Rights and Responsibilities of Citizens*
- *Basic Economic Concepts*

Figure 5: Contexts for test items for state assessment of social studies

The chart in Figure 5 summarizes the contexts to be used for preparing state assessment items. A local curriculum that addresses the benchmarks within these contexts would help prepare students for state assessment by aligning what is taught with what is tested.

SAMPLE GRADE 5 ITEMS

To help educators anticipate the kinds of items being planned for state assessments, this document includes a complete released form of this test for grade 5.

The ***Social Studies Assessment Model*** reflects a commitment to constructed- and extended-response items because these types of items are necessary to determine the extent to which students are meeting the *Content Standards*. The scoring guides that will be used to score these items follow the released form in Part Three of this document.

ASSESSMENT REPORTS

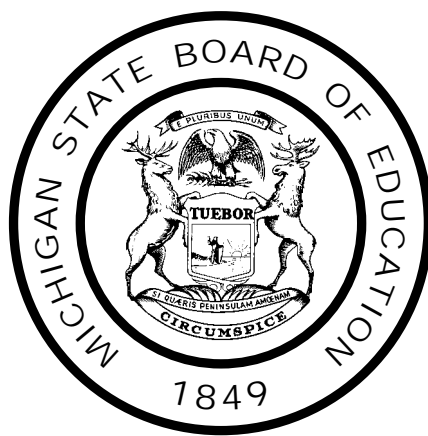
The results of the social studies assessments will be reported by the strands of the *Content Standards*. The following strands will be reported:

- Historical Perspective (all standards)
- Geographic Perspective (all standards)
- Civic Perspective (all standards)
- Economic Perspective (all standards)
- Inquiry and Decision Making (Standards SOC.V.1, Information Processing; SOC.VI.1, Identifying and Analyzing Issues; and SOC.VI.3, Persuasive Writing)

Local districts, with the help of the Michigan Department of Education and intermediate school districts, will be encouraged to design reporting instruments for the benchmarks and standards assessed locally. For example, administrators and teachers may want to discuss how evidence of their students' group discussion skills (Standard SOC.VI.2) might be collected and reported. As they are developed and used, examples of successful local district assessments and reporting procedures will be shared with all districts across the state.

PART TWO: RELEASED TEST FORM

MICHIGAN EDUCATION ASSESSMENT PROGRAM MEAP



GRADE 5 SOCIAL STUDIES ASSESSMENT MODEL SPRING 1998

Day One: Social Studies Assessment

Instructions to the Student

There are three types of questions on this test: **selected-response**, **constructed-response**, and **extended-response**.

- **Selected-response** questions will ask you first to read a passage, map, chart, or table. After studying this prompt, read the questions and choose the best answer from among four answer choices.
- **Constructed-response** questions will ask you to explain a conclusion, provide examples, complete a chart, interpret information, or give a reason for an answer you have given.
- **Extended-response** questions require you to write an answer that is more detailed and requires more thinking. These items ask you to interpret information from a set of data on an imaginary policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position.

Use the separate answer sheet to mark your choice for the **selected-response** questions. Fill in the circle for your choice on the answer sheet. Remember to fill in the circle completely and cleanly, erasing any stray lines or marks.

Space is provided in the test booklet for you to write your answers for **constructed-response** and **extended-response** items.

Read all directions for these items carefully.

If you finish early, you may check your work for Day One **only**. Do **not** go ahead and work on the Day Two section of this test.

Sample

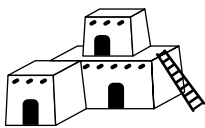
Read the following sample **selected-response** item to yourself and answer the question.

(Sample Selected-response Prompt and Question)

Directions: Study the picture and read the following passage. Use them with what you already know to answer the questions that follow.

PROVIDING SHELTER

The way people live may be influenced by the environment and the resources that the environment provides.



The pueblo was commonly used by the Pueblo tribes of the American Southwest. These multi-family, apartment-like structures were made of a mixture of clay, straw, and water called *adobe*, supported by a few large logs. They were often constructed several stories high to accommodate a large number of families. Ladders were used to get to the upper stories.

- S1** What does the choice of materials used in making pueblos tell us about the natural resources available to the Pueblo tribes?
- ***A** Trees were scarce in their environment.
 - B** Their environment received a large amount of rainfall.
 - C** The game they hunted moved often.
 - D** Grasslands were plentiful throughout the region.

Read the following sample **constructed-response** item and the answer that a student has written.

(Sample Constructed-response Item)

Directions: You should take about 5 minutes to read the following material and use it with what you already know to complete this task.

SQUANTO AND THE PILGRIM COLONISTS

- S2** Squanto was a Native American who helped the Pilgrim colonists. On the lines provided, describe how a Native American who lived near Plymouth might view Squanto and how this view would be different from that of a Pilgrim colonist.

Description of how a Native American who lived near Plymouth might view Squanto:

Some Native Americans who lived near Plymouth were worried that the colonists who had come there might have strange customs they wouldn't understand. Those Native Americans wouldn't like it that Squanto was helping the Pilgrim colonists.

Description of how this view would be different from that of a Pilgrim colonist:

A Pilgrim colonist would be glad that Squanto was helping them make a life in their new world.

Sample

Read the following sample **extended-response** item and the partial answer that a student has written.

(Sample Extended-response Item)

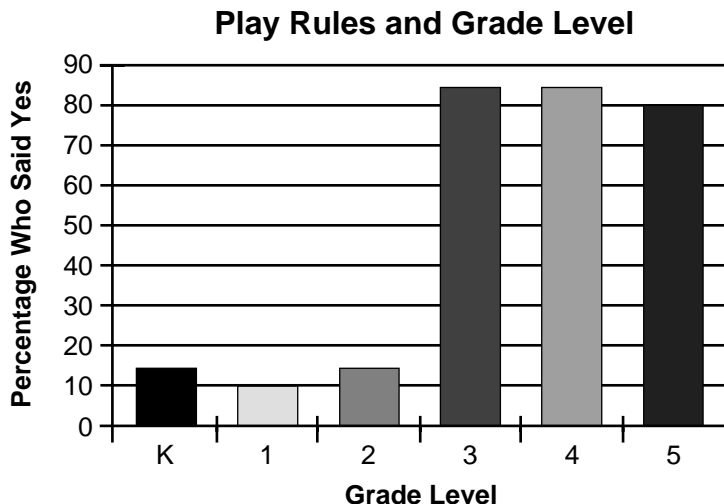
Directions: Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

PLAY RULES FOR PARKS

Brent Park is a park for small children. A play rules sign at the park says, “No children over second grade.” Older children can use the three other city parks, but some of them wish they were allowed to play at Brent Park, too. Read the following information about the city parks.

DATA SECTION

Part A Teachers asked children in kindergarten through fifth grade, “Should older children be allowed to play in Brent Park?” This is what they answered.



(Sample Extended-response Item—continued)

COMPLETE THE FOLLOWING TASKS:

Task I: Interpreting Information

- S3** Study the information in Part A of the Data Section. Which of the following statements best describes the *relationship* between **play rules at Brent Park** and **student grade level**? Be sure to mark your answer on the answer sheet.
- A** Students in grades 3 and up are more likely to use the swings in Brent Park.
 - B** Students in grades 2 and below are more likely to live near Brent Park.
 - C** Students in grades 3 and up are more likely to play in Brent Park.
 - D** Students in grades 2 and below are more likely to support current play rules at Brent Park.

Task II: Taking a Stand

- S4** You will now take a stand on the following public policy issue: **Should the city let children of all ages play in all city parks?** You may either support or oppose letting older children play at a park designed primarily for small children. Write a letter to the park commissioner. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values of American constitutional democracy
(See page 46 for examples.)
- Supporting knowledge from history, geography, civics, or economics that you already know
(It is not enough to state only your opinion.)
- Supporting information from the Data Section

Remember to: Use complete sentences.

Explain your reasons in detail.

Write or print neatly on the lines provided below.

Should the city let children of all ages play in all city parks?

Dear Park Commissioner:

(In the operational test booklet, a sample student response will be printed here.)

Geography

Directions: Study the following map and use it with what you already know to answer the questions that follow.



- 1 Which one of the following United States cities is most influenced by Mexican culture?

A Seattle
B Helena
C Boston
D San Antonio

- 2 Which port city would conduct the most trade with other cities on the Pacific Ocean?

A New Orleans
B San Francisco
C New York
D Atlanta

3 Which of the following BEST explains the difference between the major economic activities of Detroit and Omaha?

- A** Location near major airports
- B** Location near mountains
- C** Location near the Great Lakes
- D** Location near the Mississippi River

4 Which city would likely be a center for shipping out citrus crops?

- A** Boston
- B** Jacksonville
- C** Kansas City
- D** Salt Lake City

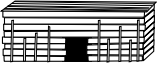
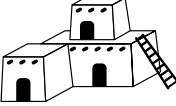
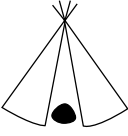

5 What statement could you make about cities in the United States based on this map?

- A** Fewer cities have developed near rivers than near mountains.
- B** Midwestern cities are larger than the cities of the Atlantic Coast.
- C** The northern United States has more large cities than the southern United States.
- D** San Francisco, Los Angeles, and Phoenix each border the Pacific Ocean.

Geography

Directions: Read the following chart and use it with what you already know to answer the questions that follow.

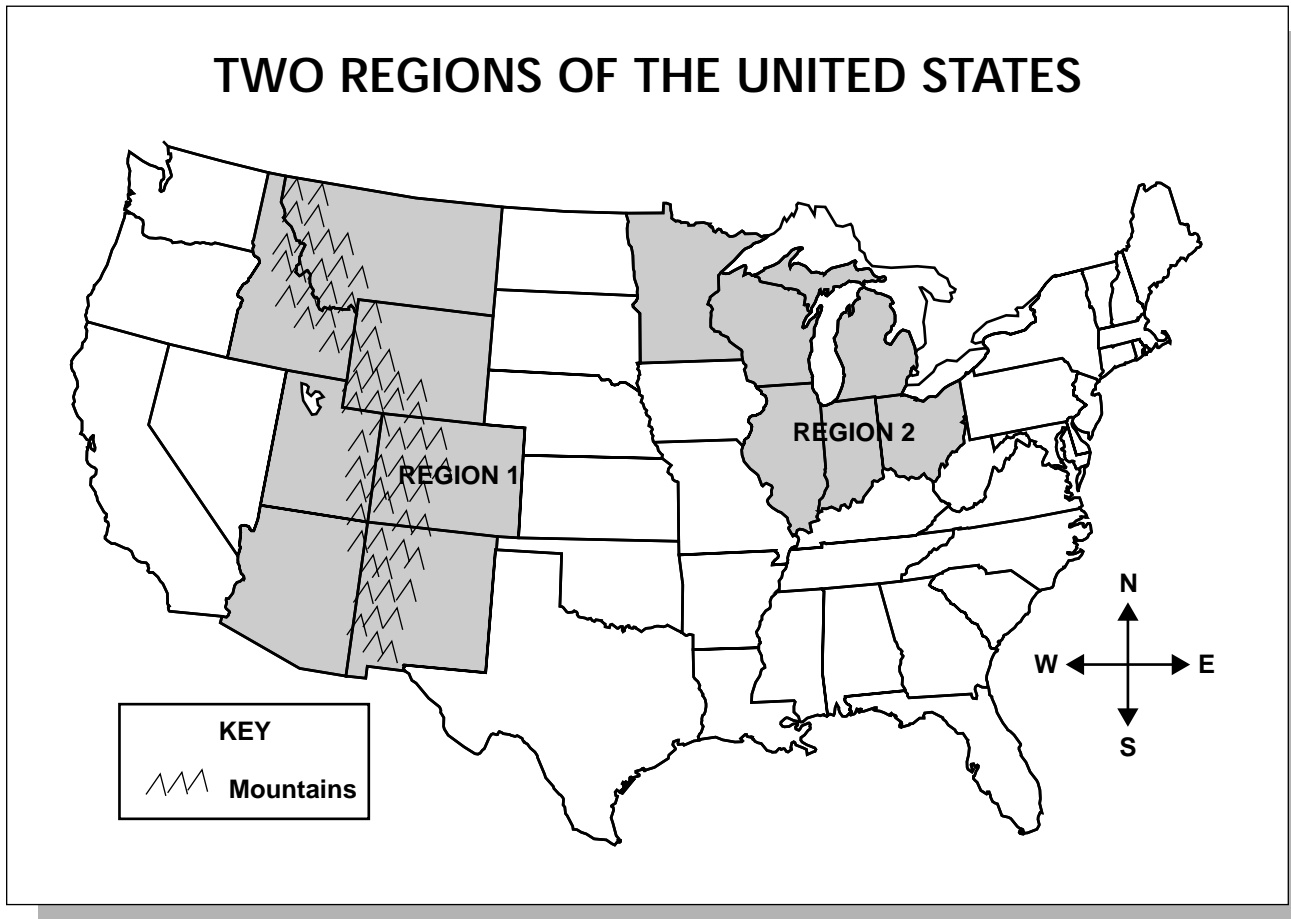
NATIVE AMERICAN CULTURES

Regions Qualities of Life	Pacific Coast	Southwest	Plains	Eastern Woodlands
Environment	Heavily forested area with plenty of rainfall; many rivers and streams	Dry, arid, often desert or mountain regions; little water and few trees in much of the area	Flat, mostly treeless and covered with grass throughout much of the area	Heavily forested with many rivers and streams
Food	Fish (salmon, cod, shellfish), whales, seals, porpoises, deer, bear, moose, berries, roots, seaweed	Corn, beans, squashes, deer, rabbits, birds, nuts, seeds, cactus fruit, berries	Buffalo, deer, elk, antelope, fruits, seeds, roots	Deer, bear, elk, birds, fish, berries, seeds, corn, beans, sunflowers
Housing	 Plank house	 Pueblo	 Teepee	 Longhouse
Tools/Technology	Wooden spoons and hammers, spears, hooks, canoes	Irrigation ditches, grinding stones	Bows, arrows, spears	Bows, arrows, spears, blowguns, hooks, snowshoes, canoes
Arts and Crafts	Wooden masks, hand rattles, totem poles	Woven baskets, pottery, cotton blankets and cloth, turquoise jewelry	Animal hide drawings	Carved wooden masks, wooden and stone pipes, wampum

- | | |
|---|--|
| <p>6 Native American tribes in the Plains region relied heavily on</p> <ul style="list-style-type: none"> A forests. B crops. C hunting. D fishing. | <p>9 The Pacific Coast tribes lived in permanent settlements. What feature of their environment helped this to happen?</p> <ul style="list-style-type: none"> A They were skilled farmers and grew various crops. B They had a plentiful food source and many natural resources. C They lived in an area with active volcanoes. D They were kept apart from other regions by deserts. |
| <p>7 What does the food source of the Eastern Woodlands people tell about their lives?</p> <ul style="list-style-type: none"> A They gathered most of their food. B They traded much of what they produced. C They learned new ways to farm from other tribes. D They hunted game as well as farmed the land. | <p>10 Which of the following seem to have had the MOST effect on the tools and technology of these Native American cultures?</p> <ul style="list-style-type: none"> A The environment and food source B Housing and arts and crafts C Housing and the environment D The food source and arts and crafts |
| <p>8 What does the type of housing used by people of the Plains tribes reveal about their culture?</p> <ul style="list-style-type: none"> A They stored food in their homes for long periods of time. B They had to trade with Europeans for housing supplies. C They did not settle in one place for very long. D They were very friendly and neighborly. | |

Geography

Directions: You should take about 5 minutes to study the map and read the material. Use them with what you already know to complete this task.



- 11 The states in Region 1 all share the same geographic feature. The states in Region 2 all share another geographic feature. On the lines provided, identify a geographic feature shared by all the states in Region 2. Then, explain how the geographic features of these two regions today help to make the transportation of goods different in both regions.

Identification of a geographic feature shared by all the states in Region 2:

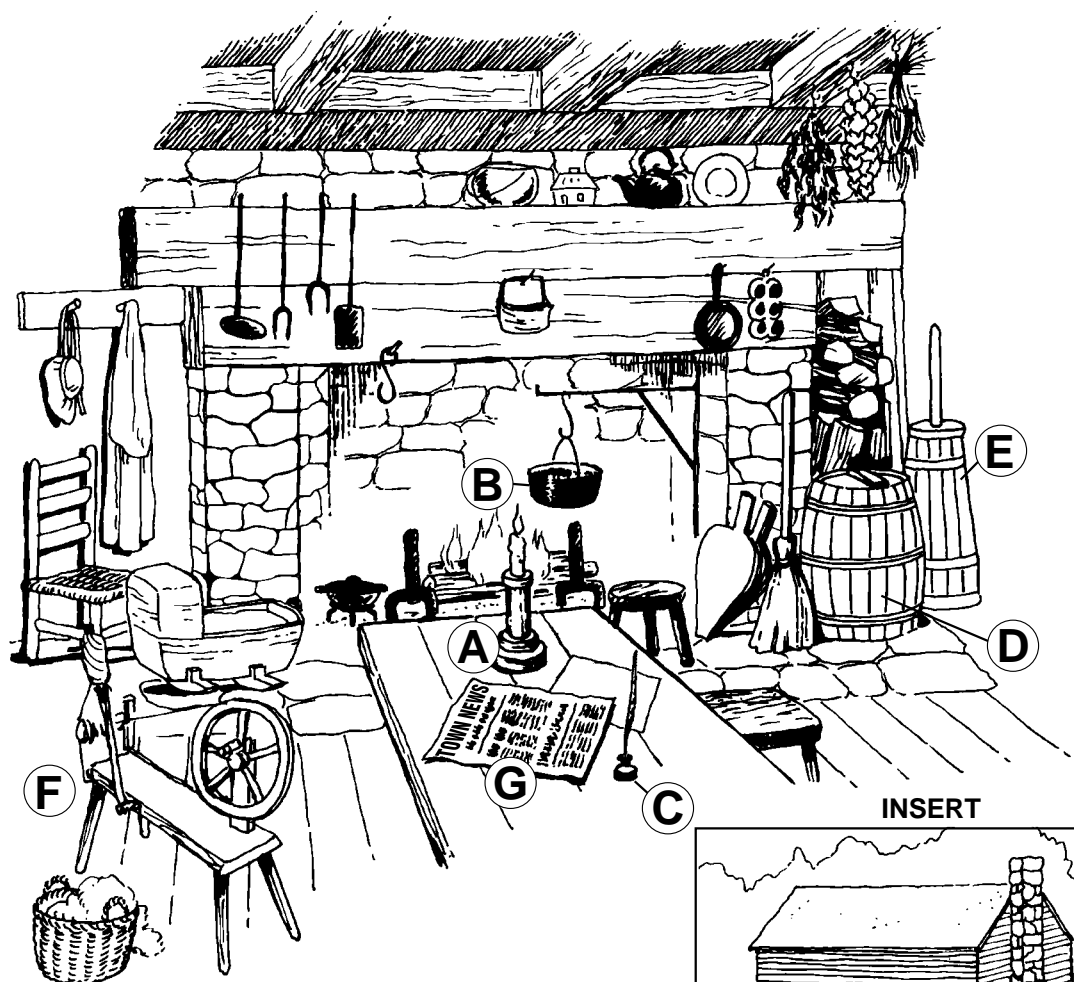
Explanation of the way that the geographic features of these two regions today help to make the transportation of goods different in both regions:

History

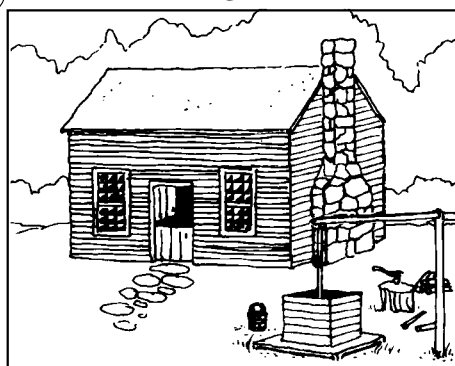
Directions: Study the pictures and read the passage. Use them with what you already know to answer the questions that follow.

COLONIAL COMPARISON

This historical exhibit was built to look just like a house from colonial times. People in the 1700s had the same basic human needs as people do today. Many of the things we use to make life more comfortable in modern times had not been invented yet. The colonists were able to meet their needs with items they could find or make.



INSERT



- 12 Which of the following BEST explains why people who lived in a house like this one used the object labeled A?
- A Fire safety was not important then.
 - B They needed light after the sun went down.
 - C The people must have been very wealthy.
 - D The object kept the house warm and dry.
- 13 What is one characteristic that objects E and F have in common?
- A People today no longer use the goods that these objects made.
 - B People today commonly buy goods that were made using these objects.
 - C Both objects are still commonly used today.
 - D Only children use these objects today.
- 14 Historians probably used all of these original sources to build this exhibit EXCEPT
- A artwork.
 - B photographs.
 - C newspapers.
 - D artifacts.

- 15 Which FACT about the life of the colonists can you tell from looking at the insert?
- A They liked to spend time outdoors.
 - B They enjoyed listening to music.
 - C They did not have indoor plumbing.
 - D They were not good at writing.
- 16 Which of these historical figures would MOST likely have lived in a house like this one?

A



C



B



D



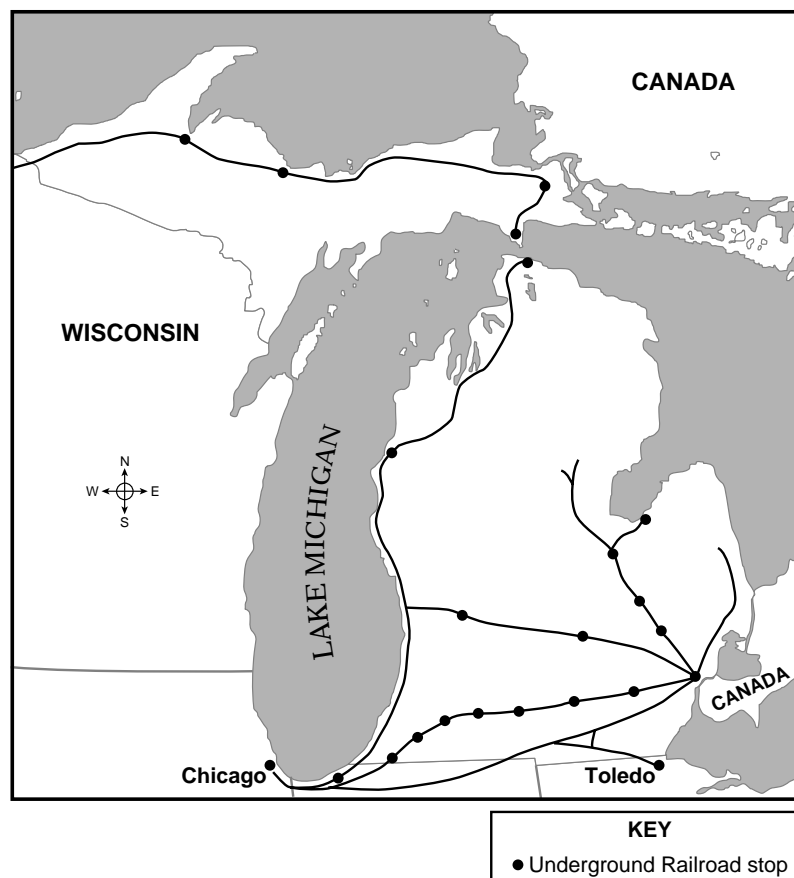
History

Directions: Read the following passage and study the map. Use them with what you already know to answer the questions that follow.

MICHIGAN'S ANTI-SLAVERY EFFORTS

During the years before the Civil War, Michigan abolitionists like Erastus Hussey and Laura Haviland worked to end slavery in the United States. They wrote in newspapers and in books, spoke at rallies, and supported other abolitionists for state and national offices. The Underground Railroad was another way they opposed slavery. The map below shows the cities through which Michigan's Underground Railroad ran.

MICHIGAN'S PART IN THE UNDERGROUND RAILROAD



- | | |
|---|--|
| <p>17 According to this map, most of the routes on Michigan's Underground Railroad led to which city?</p> <ul style="list-style-type: none"> A Lansing B Jackson C Detroit D Sault Sainte Marie | <p>20 What decade in Michigan's history does this map MOST likely show?</p> <ul style="list-style-type: none"> A 1760s B 1840s C 1880s D 1960s |
| <p>18 Which of the following BEST explains why people used the Underground Railroad?</p> <ul style="list-style-type: none"> A To explore Michigan B To settle colonies C To gain freedom D To sell products | <p>21 Why was Michigan such an important part of the route shown on this map?</p> <ul style="list-style-type: none"> A Those who used it could reach Canada that way. B The highway system in the North made it faster to travel. C People could stay at the many farms along the way. D Very few people had settled in the southern part of the state. |
| <p>19 What core democratic value was probably MOST important to Erastus Hussey and Laura Haviland?</p> <ul style="list-style-type: none"> A Property rights B Equality for all C Representative government D Trial by jury | |

History

Directions: You should take about 5 minutes to read the following material and use it with what you already know to complete this task.

TWO WORLDS MEET

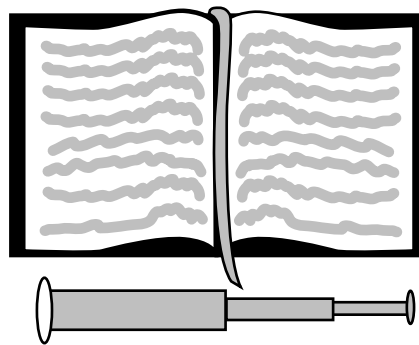
The passage below is based upon an entry in the journal that Christopher Columbus kept of his voyage in 1492. He is describing his first meeting with Native Americans.

Thursday, October 12

Soon many of the islanders gathered around us. Wishing them to look on us with friendship, I gave some of them glass beads which they hung round their necks, and many other things of small value. They were so delighted and so eager to please that we could not believe it. They took anything, and gave willingly whatever they had.

They carry no weapons, and do not even know what they are. When I showed them some swords, they touched them by the blade and cut themselves. They have no iron. Their darts are just sticks without an iron head, though some of them have a fish tooth or something else at the tip.

They must be intelligent, since they quickly repeat everything said to them.



- 22** There are many ways to view a historical event. On the lines provided, explain how the description that Columbus gives of his arrival in the Western Hemisphere in 1492 might be different from a description given by one of the Native Americans who saw the same event.

Explanation of how the description that Columbus gives of his arrival might be different from a description given by a Native American who saw the same event:

[illegible]

Inquiry and Decision Making

Directions: Read the following imaginary information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

SCHOOL UNIFORMS

The school board is thinking about requiring all students in elementary and middle schools to wear uniforms to school. This issue has caused much discussion in the community. Read the following information about school uniforms.

DATA SECTION

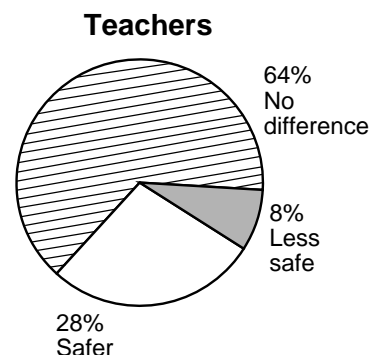
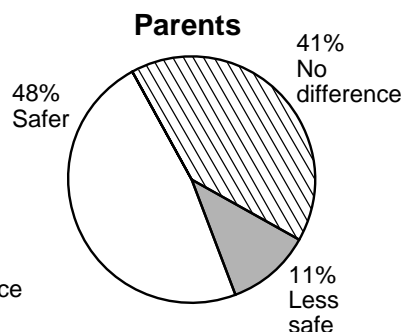
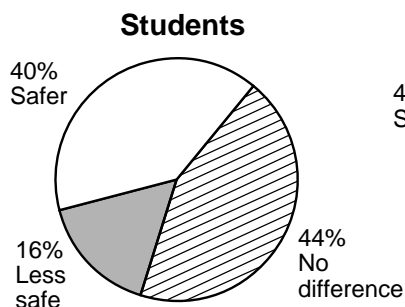
Part A In making their decision, the school board was provided with the following information about another school district that started a policy of requiring students to wear uniforms.

Franklin School District Annual Reports

Type of Offense	Year Before Uniforms Required	Year After Uniforms Required	5 Years After Uniforms Required
Graffiti in buildings	71 incidents	56 incidents	32 incidents
Fighting at school	56 fights	27 fights	28 fights
Fighting on buses	11 fights	12 fights	14 fights
Fighting on the way to/from school	27 fights	14 fights	13 fights

Part B After one year of the uniform policy, the school board did a survey of students, parents, and teachers. They were asked, “Do school uniforms make the school safer, less safe, or do they make no difference?” Here are the results of the survey.

Public Opinion Survey



COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

- 23 Study the information in Part A of the Data Section. Which of the following statements best describes the *relationship* between **graffiti** and **school uniforms**? Be sure to mark your answer on the answer sheet.
- A School uniforms caused graffiti to decrease.
 - B The longer school uniforms were required, the fewer incidents of graffiti were reported.
 - C The amount of graffiti caused fights to increase.
 - D The longer school uniforms were required, the more incidents of fighting were reported.

Task II: Taking a Stand

- 24 You will now take a stand on the following public policy issue: **Should school districts require students in elementary and middle schools to wear uniforms?** You may either support or oppose school uniforms. Write a letter to the school board of the local school district. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values of American constitutional democracy
(See page 46 for examples.)
- Supporting knowledge from history, geography, civics, or economics that you already know
(It is not enough to state only your opinion.)
- Supporting information from the Data Section

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided below.

Dear School Board Members:

[illegible]

[illegible]

[illegible]

[illegible]

- ☐ I stated my position clearly.
- ☐ I supported my position with reference to at least one core democratic value of American constitutional democracy.
- ☐ I supported my position with knowledge from history, geography, civics, or economics that I already knew.
- ☐ I supported my position with information from the Data Section.



Day Two: Social Studies Assessment

Instructions to the Student

There are three types of questions on this test: **selected-response**, **constructed-response**, and **extended-response**.

- **Selected-response** questions will ask you first to read a passage, map, chart, or table. After studying this prompt, read the questions and choose the best answer from among four answer choices.
- **Constructed-response** questions will ask you to explain a conclusion, provide examples, complete a chart, interpret information, or give a reason for an answer you have given.
- **Extended-response** questions require you to write an answer that is more detailed and requires more thinking. These items ask you to interpret information from a set of data on an imaginary policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position.

Use the separate answer sheet to mark your choice for the **selected-response** questions. Fill in the circle for your choice on the answer sheet. Remember to fill in the circle completely and cleanly, erasing any stray lines or marks.

Space is provided in the test booklet for you to write your answers for **constructed-response** and **extended-response** items.

Read all directions for these items carefully. Samples of each type of question are provided for you on pages 2–5 of this test booklet.

If you finish early, you may check your work for Day Two **only**. Do **not** work on the Day One section of this test.

Civics

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

FREEDOMS

The Bill of Rights in the United States Constitution gives certain rights and freedoms to the people of the United States. The national government is not allowed to take away these rights and freedoms. Some of the basic freedoms provided by the Bill of Rights include freedom of religion, freedom of the press, freedom of speech, and freedom of assembly.



Freedom of religion gives every citizen the right to worship or not worship. Also, Congress cannot pass a law that would make one religion the official religion of this country. The church and the government must be separate.



Freedom of the press and freedom of speech give every citizen the right to express opinions, as long as these spoken or printed statements do not harm others or tell lies.



Freedom of assembly gives every citizen the right to take part in political activities or hold public meetings, as long as they are peaceful and obey public laws.

All of these rights include responsibilities. Each citizen of the United States has a responsibility to respect and protect these rights and the rights of others.

- 25 What is an important purpose of the freedoms described in this passage?
- A To give the government more power over United States citizens
 - B To limit the government's power over United States citizens
 - C To allow United States citizens to do whatever they want
 - D To make sure that all United States citizens do and say the same things

- 26** A local group of citizens hands out written information on how to recall the mayor. Which of the following statements BEST explains what these citizens are doing?
- A** They are exercising their right to freedom of assembly.
 - B** They are exercising their right to freedom of speech.
 - C** They are going against the Bill of Rights by printing harmful information.
 - D** They are going against the Bill of Rights by being members of an illegal group.
- 27** Before eating lunch at the school cafeteria, a student decides to read quietly from a religious book and pray. Are the student's actions protected by the Bill of Rights?
- A** No, his actions are harming others.
 - B** No, his actions do not respect other students' rights to freedom of religion.
 - C** Yes, the student is exercising his right to freedom of religion.
 - D** Yes, the student is exercising his freedom to assemble in a public place.
- 28** As a sign of protest, a group of people peacefully gathered in front of the courthouse and sang protest songs. Is this action protected by the Bill of Rights?
- A** No, it is illegal to sing in a public place.
 - B** No, singing protest songs goes against the right to freedom of speech.
 - C** Yes, citizens may protest any way they wish.
 - D** Yes, they are exercising their right to freedom of speech.
- 29** Which of the following is an example of a basic right guaranteed by the Bill of Rights?
- A** Receiving a good education
 - B** Having a good paying job
 - C** Writing a letter to a newspaper
 - D** Saying anything you want

Civics

Directions: Read the following letter and use it with what you already know to answer the questions that follow.

FREEDOM IN A DEMOCRACY

May 1997

Dear Ming,

We have only been in the United States for a few weeks, but I have already seen and learned so much!

I cannot describe how wonderful it was when we saw our first glimpse of the Statue of Liberty. Everyone on the plane began to cheer. Mama started crying again.

Remember the stories Grandmother used to tell about going to worship? Well, everything she said is true. Mama says we can go to any place we want, and our place of worship is just down the street.

You would not believe how many magazines and newspapers there are here. Father brings a newspaper to our apartment whenever he can and reads the articles and cartoons to us. Ming, you would be shocked at some of what they write here. They even criticize their president! Also, Father doesn't worry about going to jail for expressing his views.

I hope you can join us soon. I feel so safe here. I no longer fear that the police will come storming into our apartment for no reason like they did at home. I am starting to study for a test that I must pass to be a citizen.

Please take care and write soon.

Your sister,

Su-Lin



- | | |
|--|--|
| <p>30 Su-Lin is relieved that her father will not be arrested for exercising what core democratic value?</p> <ul style="list-style-type: none"> A Freedom of speech B Freedom of religion C Representative democracy D Trial by jury | <p>33 In Su-Lin's letter, which of the following is an example of power without authority?</p> <ul style="list-style-type: none"> A Police storming her apartment for no reason B Making her pass a test to become a citizen C Criticizing the president D Going to any place of worship her family chooses |
| <p>31 Su-Lin's mother points out that the family can enjoy what core democratic value?</p> <ul style="list-style-type: none"> A Freedom of speech B Freedom of religion C Representative democracy D Trial by jury | <p>34 Which of the following best describes Su-Lin's family's decision to come to the United States?</p> <ul style="list-style-type: none"> A To buy American products B To go sightseeing C To find political freedom D To learn English |
| <p>32 What explains why Su-Lin's father cannot vote for the president in this year's election?</p> <ul style="list-style-type: none"> A He has been to jail. B He reads illegal newspapers. C He criticizes the president. D He is a new immigrant. | |

Civics

Directions: You should take about 5 minutes to read the following letter and use it with what you already know to complete this task.

Dear Council Member McHenry,

I opened my new grocery store in our community six months ago. Business has been good, but I do have problems in one area. I think that I pay too much money in taxes. First, I have to pay a tax on my property. In addition to that, I pay taxes on the items I import from other countries and taxes to pay for fire protection. I know that I should contact people in each of the three levels of government, but I don't know which tax is controlled by which level of government. Please help me figure this out.

Yours truly,

Devon Johnson

- 35 On the lines provided, identify whether the federal, state, or local level of government is responsible for the tax underlined in the letter on page 30. Then, complete the letter of reply. In your letter, give one other way that tax money at that level of government is used.

Identify the level of government:

Dear Mr. Johnson:

I understand your concern about paying taxes. At this level of government we use tax money to:

Thank you for your interest in how government works.

Yours truly,

Jan McHenry
Council Member

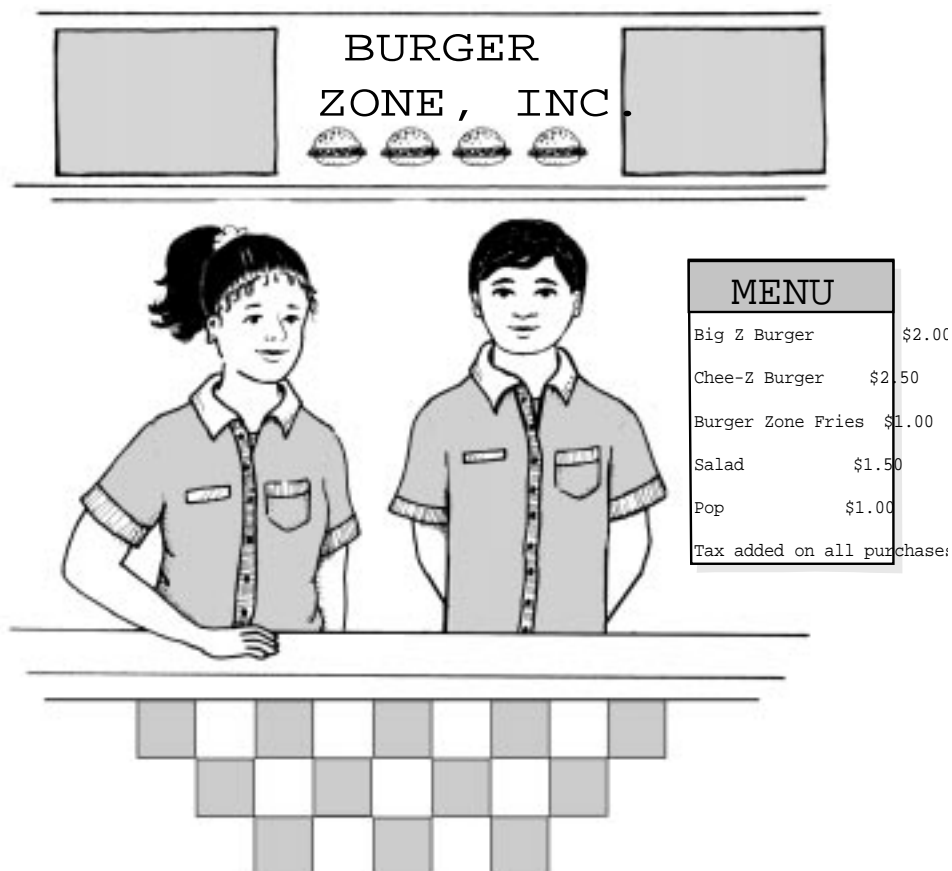
Economics

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

BURGER ZONE, INC.

Donna and Felix both work at the nearby Burger Zone, Inc., fast food restaurant. They work there after school and some weekends to help save for college. Burger Zone has many restaurants across the United States and in other countries. The Big Z Burger, made from a quarter-pound of beef, is Burger Zone's biggest selling food in the United States. In other countries, Burger Zone sells the food that is popular in those countries.

Donna and Felix are helping Mr. Sanchez, who is visiting the United States from another country. Mr. Sanchez wants to order some hot peppers that he often buys at the Burger Zone near his home. Felix tells Mr. Sanchez that those hot peppers are not available in the United States. Mr. Sanchez is disappointed but orders a Chee-Z Burger instead.



- 36** Which of the following individuals in the story is the consumer?
- A** Burger Zone
 - B** Mr. Sanchez
 - C** Donna
 - D** Felix
- 37** What could the Burger Zones in the United States do in order to carry the hot peppers that Mr. Sanchez purchases near his home?
- A** Export them
 - B** Import them
 - C** Accept foreign money
 - D** Get more human resources
- 38** Which of the following is MOST likely to cause the price of a Big Z Burger to change to \$2.50?
- A** The cost of labor decreases.
 - B** The cost of beef increases.
 - C** A competitor opens near Burger Zone.
 - D** A competitor lowers its hamburger prices.
- 39** Burger Zone sells about the same number of Big Z Burgers and Chee-Z Burgers. What BEST explains the difference in cost between these two types of burgers?
- A** Chee-Z Burgers cost more to make.
 - B** Big Z Burgers cost more to make.
 - C** The demand for Chee-Z Burgers is greater.
 - D** The demand for Big Z Burgers is greater.
- 40** Which of the following is an example of an opportunity cost?
- A** Burger Zone has many restaurants across the United States and in other countries.
 - B** Mr. Sanchez orders a Chee-Z Burger and Burger Zone Fries.
 - C** Instead of spending time with her friends, Donna works at Burger Zone on weekends.
 - D** Felix needs to save a lot of the money he earns at Burger Zone for college.

Economics

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

CONSUMER CHOICES

A fifth grader named Tasha joined the hiking and camping club in January. She needs equipment for their activities. She's trying to save \$225 by June, so she can buy a tent and sleeping bag for the club's summer camping trip. Tasha has many different sources of income such as allowance, yard work, and bottle returns to help in this effort.



41 Tasha uses a rake and a shovel to do her yard work. These are examples of

- A** service providers.
- B** human capital.
- C** capital equipment.
- D** natural resources.

42 Tasha should do which of the following when purchasing the tent and sleeping bag?

- A** Spend all of the \$225 she had saved
- B** Buy the first tent and sleeping bag she sees
- C** Compare price and quality of different tents and sleeping bags
- D** Buy the kind of tent and sleeping bag her friends have bought

- 43** Tasha can't afford to go to the movies every Saturday. This is an example of
- A** demand.
 - B** labor.
 - C** capital.
 - D** scarcity.
- 44** Tasha has set up her yard work business to make money; it is an example of what kind of business?
- A** Capital resources
 - B** Individual ownership
 - C** Partnership
 - D** Corporation

- 45** Suppose Tasha buys new hiking boots in February. What is the opportunity cost of this decision?
- A** She hikes better because she is not bothered by cold feet.
 - B** She has an opportunity to make friends when she goes hiking.
 - C** She does not have enough money to buy the tent.
 - D** She gets to be in two different clubs, hiking as well as camping.

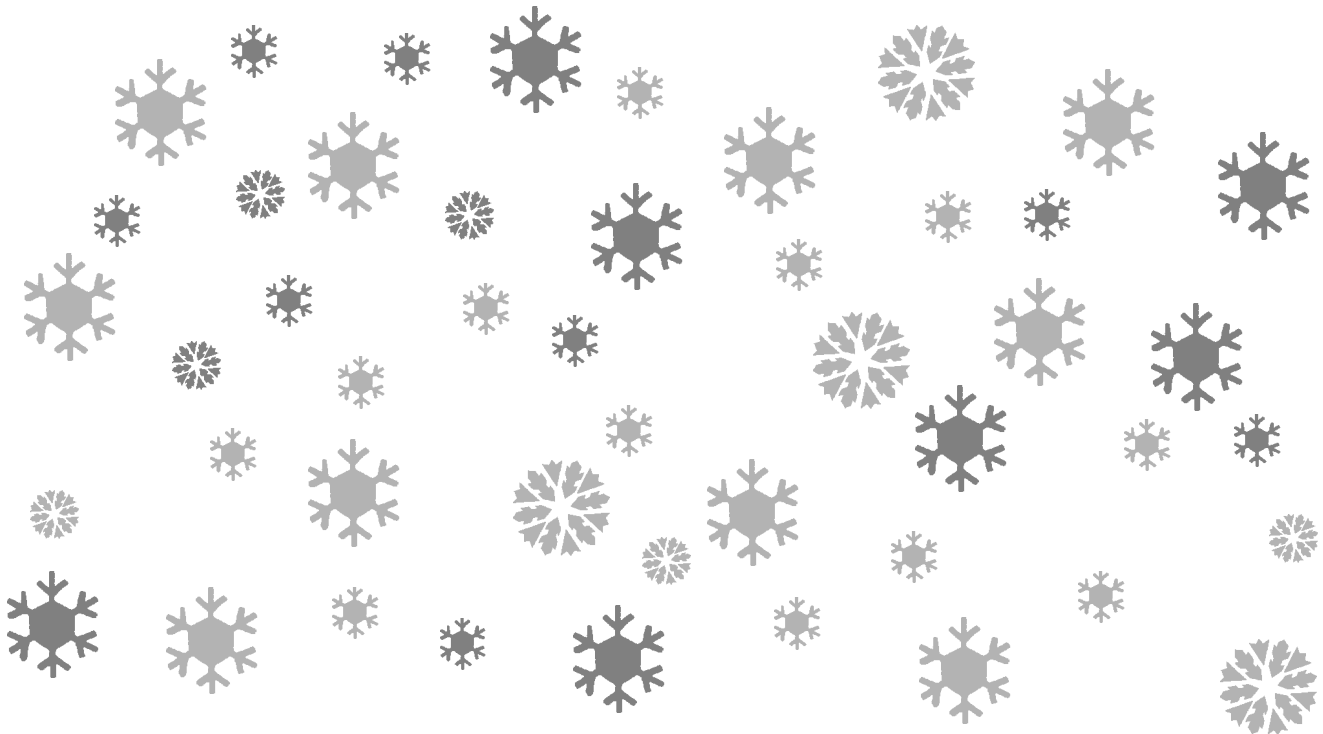
Economics

Directions: You should take about 5 minutes to read the following passage and use it with what you already know to complete this task.

SNOW-DAY DECISIONS

Eric's school has cancelled classes for the day because of a huge snowstorm. Eric's friends come by his home and ask him to play in the snow with them. Eric wants to play, but his neighbor offers to pay him for shoveling snow. Eric decides to shovel snow instead of playing with his friends.

Later in the day, Eric wants to use his free time to watch cartoons. Then he remembers a book report that is due next week. He decides to read his book instead of watching cartoons. As a reward, Eric's parents let him choose what the family will have for dinner that night.



- 46** In the space provided, identify two decisions Eric made and the opportunity cost of each of these decisions.

Identification of one decision and Eric's opportunity cost:

Identification of another decision and Eric's opportunity cost:

Inquiry

Directions: You should take about 5 minutes to study the following material and use it with what you already know to complete these tasks.

URBAN POPULATION

Most Americans live in an urban area. This is especially true in the northeastern and southeastern regions of the United States.

**Percentage of Urban Population in
Northeastern States**

State	Population in Urban Centers
Massachusetts	84.2%
New York	85.0%
Pennsylvania	69.3%

**Percentage of Urban Population in
Southeastern States**

State	Population in Urban Centers
Alabama	54.8%
Georgia	63.2%
South Carolina	56.1%

Task I:

- 47 Based on the information in the tables, which of the following statements best describes the *relationship* between **urban population** and **the location of states**?
- A Urban population in the Southeast has grown more slowly than in the Northeast.
 - B States in the Northeast tend to have a higher percentage of urban population than states in the Southeast.
 - C A person in Pennsylvania is more likely to live in a city than a person in Massachusetts.
 - D Most people in New York and Florida like living in cities better than in rural areas.

Task II:

- 48** Rank each state according to its percentage of urban population from **highest** to **lowest**. Write the name of each state in its correct location in the table below.

**Northeastern & Southeastern States Ranked
by Percentage of Urban Population**

Northeastern States	Southeastern States
1.	1.
2.	2.
3.	3.

Inquiry and Decision Making

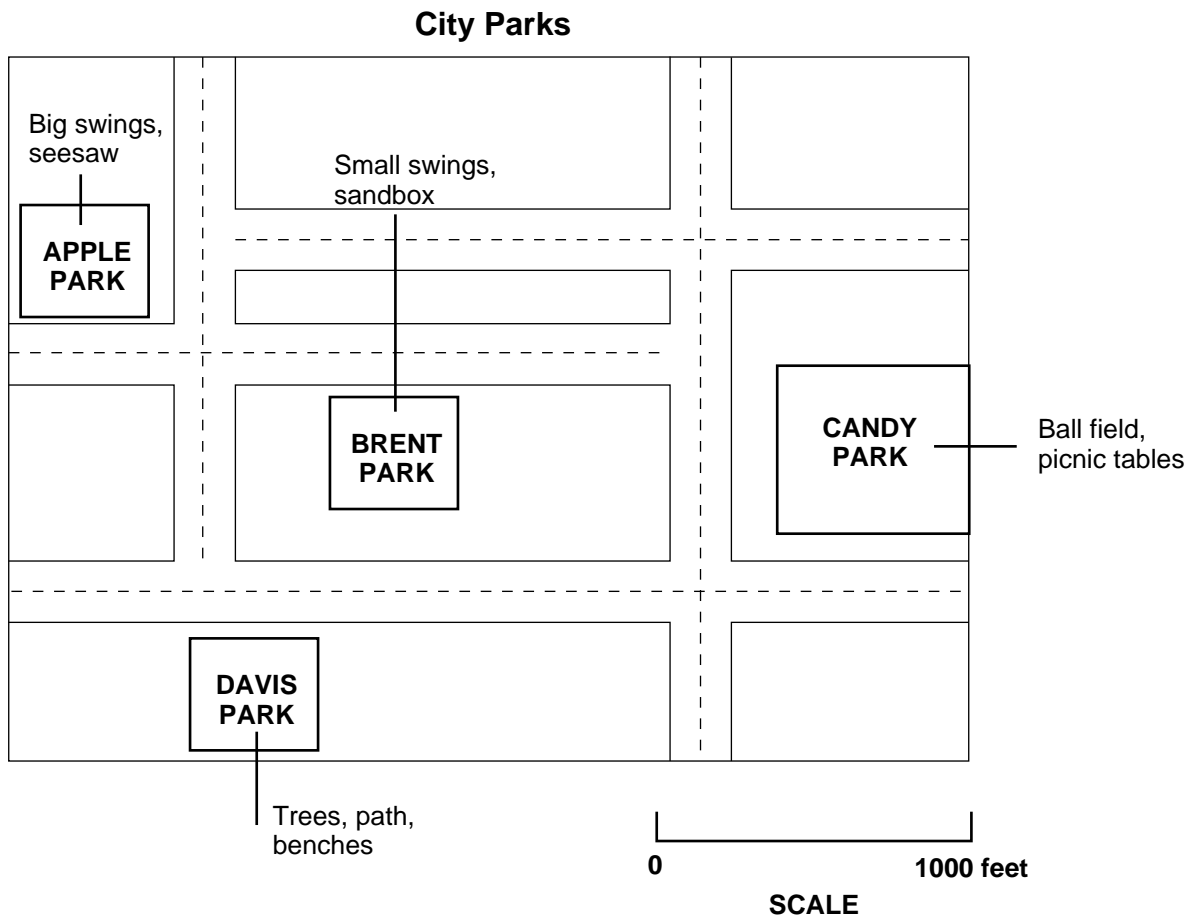
Directions: Read the following imaginary material about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

PLAY RULES FOR PARKS

Brent Park is a park for small children. A play rules sign at the park says, “No children over second grade.” Older children can use the three other city parks, but some of them wish they were allowed to play at Brent Park, too. Read the following information about the city parks.

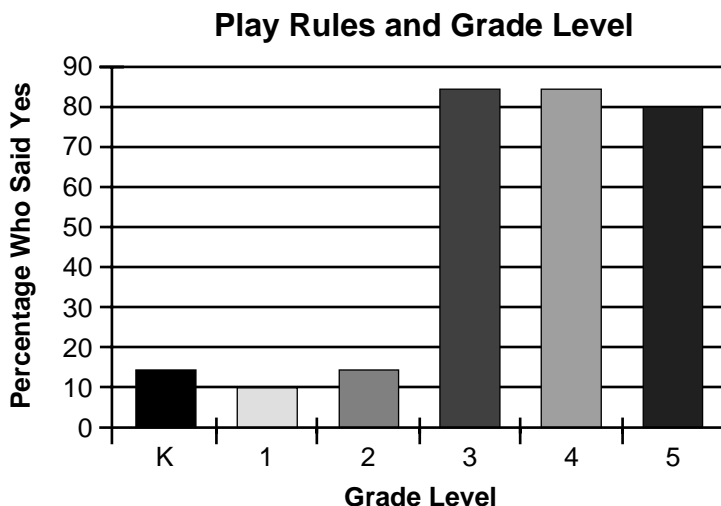
DATA SECTION

Part A This map shows the four city parks and what is in each of them.



DATA SECTION (continued)

Part B Teachers asked children in kindergarten through fifth grade, “Should older children be allowed to play in Brent Park?” This is what they answered.



COMPLETE THE FOLLOWING TASKS:

Task I: Interpreting Information

49 Study the information in Part B of the Data Section. Which of the following statements best describes the *relationship* between **play rules at Brent Park** and **student grade level**? Be sure to mark your answer on the answer sheet.

- A** Students in grades 3 and up are more likely to use the swings in Brent Park.
- B** Students in grades 2 and below are more likely to live near Brent Park.
- C** Students in grades 3 and up are more likely to play in Brent Park.
- D** Students in grades 2 and below are more likely to support current play rules at Brent Park.

Inquiry and Decision Making**Task II: Taking a Stand**

- 50 You will now take a stand on the following public policy issue: **Should the city let children of all ages play in all city parks?** You may either support or oppose letting older children play at a park designed primarily for small children. Write a letter to the park commissioner. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values of American constitutional democracy
(See page 46 for examples.)
- Supporting knowledge from history, geography, civics, or economics that you already know
(It is not enough to state only your opinion.)
- Supporting information from the Data Section

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided below.

Should the city let children of all ages play in all city parks?

Dear Park Commissioner:

Inquiry and Decision Making

[illegible]

[illegible]

[illegible]

- ☐ I stated my position clearly.
- ☐ I supported my position with reference to at least one core democratic value of American constitutional democracy.
- ☐ I supported my position with knowledge from history, geography, civics, or economics that I already knew.
- ☐ I supported my position with information from the Data Section.



Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position including those not on this list.** Be sure to explain **how** the value you choose supports the position you take.

Fundamental Beliefs

Life

Liberty

The Pursuit of Happiness

Public or Common Good

Justice

Equality

Diversity

Truth

Popular Sovereignty

Patriotism

Constitutional Principles

The Rule of Law

Separation of Powers

Representative Government

Checks and Balances

Individual Rights

Freedom of Religion

Federalism

Civilian Control of the Military

PART THREE: SCORING

HOLISTIC FEATURE SCORING OF CIVIC WRITING: GRADE 5

Points	Description
4	<p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none">• give a clearly stated position on the issue• provide one (or more) piece of accurate, valid, and relevant supporting information from the Data Section• provide one (or more) statement of accurate, relevant, and important supporting knowledge from history, geography, civics, or economics that comes from the student's prior knowledge (information other than that supplied by the Data Section or a core democratic value of American constitutional democracy)• provide at least one supporting point that is based on the core democratic values of American constitutional democracy
3	<p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none">• give a clearly stated position on the issue• provide at least one supporting point that is based on the core democratic values of American constitutional democracy• contain at least 1 of the remaining 2 elements
2	<p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none">• give a clearly stated position on the issue• contain at least 1 of the 3 remaining elements
1	<p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none">• give a clearly stated position on the issue
0	<p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p>

NOTE: The supporting points used by the student must be explained in enough detail to show a clear connection to the position taken.

STUDENT RESPONSES AND SCORING

The following comments are provided to help interpret the grade 5 student responses that follow. The notations in the right-hand column of the student response section refer to the elements the student is expected to address in the extended-response items. Prior Knowledge (PK) shows where the answer addresses “Supporting knowledge from history, geography, civics, or economics that you already know,” and core democratic values (CDV) shows where the answer addresses “Supporting information using core democratic values of American constitutional democracy.” The first set of responses deal with the following public policy issue on pages 18–23: **Should school districts require students in elementary and middle schools to wear uniforms?**

Student Response (4 points)

<i>I would like to say that we students should not be required to wear uniforms to school. The information in the data section shows that most teachers feel uniforms make no difference.</i>	Position
<i>If the uniforms make no difference, kids should be allowed to wear what they want to wear in school. Clothing gives kids a chance to express themselves. And, freedom of expression is a right given to us in the constitution.</i>	Used Data
<i>Another reason we can't make all students wear uniforms is because we may not all be able to afford it. Some families are so poor that they would have to give up food or other things if you made them buy uniforms for school.</i>	CDV: Freedom of expression
<i>I hope you will think about this stuff before you make this important decision about school uniforms.</i>	PK: Opportunity Cost

SCORE 4

This student clearly stated a position: “...students should not be required to wear uniforms to school.” The data used logically supported the student’s position and were accurate: “...teachers feel uniforms make no difference.” The core democratic value of American constitutional democracy that was cited applies to this public policy issue: “freedom of expression.” The student went beyond citing a core democratic value with an explanation of the connection: “Clothing gives kids a chance to express themselves. And, freedom of expression is a right given to us in the constitution.” The student supported the position with knowledge from economics—the concept of opportunity cost: “Some families are so poor that they would have to give up food or other things if you made them buy uniforms for school.”

Student Response (3 points)

<i>I feel that uniforms should be worn in elementary and middle school. As you can see from the charts, after uniforms were required, the rate of fights and graffiti went down.</i> <i>I know that in my school, many fights break out because your shirt is the wrong color. If we wore uniforms this wouldn't be a problem.</i> <i>As citizens we also have the right to feel safe in our environment. Our government is responsible to make laws that provide for our safety.</i>	Position Used Data CDV: Common Good
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SCORE 3

This student clearly stated a position: "I feel that uniforms should be worn in elementary and middle school." The data used logically supported the student's position and were accurate: "...after uniforms were required, the rate of fights and graffiti went down." The core democratic value of American constitutional democracy that was cited applies to this public policy issue: "the common good." Note that the student did not use the words "the common good" in the answer, but the description of the value referred to was clear. The student went beyond citing a core democratic value with an explanation of the connection: "Our government is responsible to make laws that provide for our safety." The student did not support the position taken with additional knowledge from history, geography, civics, or economics.

Student Response (2 points)

<i>I don't think that we should be made to wear uniforms. The pie charts of the survey show that most students, parents, and teachers say there is no difference in safety.</i> <i>If uniforms aren't making schools more safe then why bother? I would not like it if I was told what to wear to school.</i>	Position Used Data
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SCORE 2

This student clearly stated a position: "I don't think that we should be made to wear uniforms." The data used logically supported the student's position and were accurate: "The pie charts of the survey show that most students, parents, and teachers say there is no difference in safety." This answer received no additional credit because the student did not use a core democratic value of American constitutional democracy nor support the position with additional knowledge from history, geography, civics, or economics.

Student Response (1 point)

<i>Kids should not be forced to wear uniforms to school. They should have the right to wear whatever they want to wear. If you have to wear uniforms, then you won't be able to wear the clothes you already had.</i>	Position
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SCORE 1

This student clearly stated a position: "Kids should not be forced to wear uniforms to school." This answer received no additional credit. The "right" to which the student referred is not identified and the answer provided no further explanation. The answer shows no support for the position taken with additional knowledge from history, geography, civics, or economics.

Student Response (4 points)

SCORE 4

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Student Response (3 points)

<p><i>I think that everyone should be able to go to any park they want. I've never heard of such a thing. A long time ago in our country there were parks where only white people were allowed. They thought the black people did not have the right to go to the same park that whites went to.</i></p> <p><i>These days are over now. Nowadays we think that all people should be treated equally.</i></p> <p><i>The days of keeping people out of places is over. We should keep it that way.</i></p>	<p>Position</p> <p>PK: Historically unequal treatment of African Americans as a result of Jim Crow laws</p> <p>CDV: Equality</p>
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SCORE 3

This student clearly stated a position: "I think that everyone should be able to go to any park they want." The core democratic value of American constitutional democracy that was cited applied to this public policy issue: "equality." Note that the student did not use the word "equality" in the answer, but the description of the value he was referring to was clear. The student went beyond citing a core democratic value with an explanation of the connection: "Nowadays we think that all people should be treated equally. The days of keeping people out of places is over." The student supported the position taken with additional knowledge from history: "A long time ago in our country there were parks where only white people were allowed. They thought the black people did not have the right to go to the same park that whites went to." This is clearly a reference to Jim Crow laws. This student did not use information from the data section.

Student Response (2 points)

<i>I think you shouldn't let older children play in all parks. That's because some older children play a little bit rough. This could be really bad for the younger children because sometimes the older children play, run, or do something that could hurt younger children.</i>	Position
<i>There are certain parks for certain children. Such as Apple Park has equipment for older children and Brent Park has equipment for younger children. Different parks have different equipment for certain children.</i>	Used Data

SCORE 2

This student clearly stated a position: "I think you shouldn't let older children play in all parks." The data used logically supported the student's position and were accurate: "Apple Park has equipment for older children and Brent Park has equipment for younger children. Different parks have different equipment for certain children." This answer received no additional credit because no clear reference was made to a core democratic value of American constitutional democracy nor did the answer apply additional knowledge from history, geography, civics, or economics.

Student Response (1 point)

<i>I think that children older than seven years old should be able to play on the playground equipment at Brent Park. Say that you were a nine year old kid and you had to take your five year old sister to a park because your mom and dad both had to go to work. Your sister wants to go to Brent Park. You couldn't take her because you are too old. You couldn't just take her to Apple Park because the only reason she wanted to go to Brent Park was because her friends were there. Your sister would be unhappy and so would you.</i>	Position
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SCORE 1

This student clearly stated a position: "I think that children older than seven years old should be able to play on the playground equipment at Brent Park." This answer received no additional credit. The student did not support the position taken with additional knowledge from history, geography, civics, or economics. The student did not support the position with data from the data section and did not cite a core democratic value of American constitutional democracy.

CONSTRUCTED-RESPONSE SCORING GUIDE: GEOGRAPHY

Item #11 (pages 10–11)

A **2-point** response identifies one geographic feature that all the states in Region 2 share AND explains how the geographic features of Regions 1 and 2 today help to make the transportation of goods different in both regions. Each part of the response is scored either zero or one according to the accuracy of the identification and the quality of the explanation given by the student.

Examples:

Geographic Features of Region 2:

- 1) The Great Lakes
- 2) Generally flat terrain
- 3) Cold winter climates

Geographic features and difference in transportation of goods:

- 1) Communities along the Great Lakes make use of more water transportation than do the communities in the Rocky Mountains.
- 2) More Great Lakes communities are on railroad lines because of the flat terrain.

CONSTRUCTED-RESPONSE SCORING GUIDE: HISTORY

Item #22 (pages 16–17)

A **2-point** response thoroughly explains how Columbus' description of his arrival in the Western Hemisphere in 1492 might be different from a description given by one of the Native Americans who saw the same event.

Examples:

- 1) A Native American view might tell about a bunch of hungry-looking white men who fell out of a great ship or from the sky. Columbus might describe the people he encountered as primitive or as people living close to nature.
- 2) Columbus saw his arrival as a discovery of a new place, but a Native American view might see it as meeting new people.
- 3) Columbus saw the place as a resource to be developed by people, but a Native American view might see the place as a fully developed system in which people are one part.
- 4) Columbus saw the gifts he gave the Native Americans as of little value, but a Native American view might see the gifts as of great value.

A **1-point** response only explains one perspective.

CONSTRUCTED-RESPONSE SCORING GUIDE: CIVICS

Item #35 (pages 30–31)

A **2-point** response correctly identifies which level of government is responsible for the underlined taxes (taxes to pay for fire protection) AND gives one other way that tax money is used at that level of government.

Examples:

Local (city, county, or village) government tax money is used:

- 1) to maintain the old firefighting equipment as well as to purchase new equipment.
- 2) for fire safety education.
- 3) to pay salaries of local government employees (firefighters, fire inspectors, etc.).
- 4) for police protection.
- 5) for garbage pick-up.
- 6) for road construction and maintenance.
- 7) for snow removal.
- 8) for street cleaning.
- 9) for animal control.

CONSTRUCTED-RESPONSE SCORING GUIDE: ECONOMICS

Item # 46 (pages 36–37)

A **2-point** response identifies Eric's decisions as shoveling snow and reading a book AND identifies the opportunity costs required by each decision.

Examples:

- 1) Shoveling Snow: In this case the opportunity cost when Eric decides to shovel snow for his neighbor is that he does not use the time to play with his friends.
- 2) Reading a Book: Instead of watching cartoons, Eric decides to read his book. The opportunity cost in this case is spending time watching cartoons.

CONSTRUCTED-RESPONSE SCORING GUIDE: INQUIRY

Page 39

Task II:

- 48 Rank each state according to its percentage of urban population from **highest** to **lowest**. Write the name of each state in its correct location in the table below.

**Northeastern & Southeastern States Ranked
by Percentage of Urban Population**

Northeastern States	Southeastern States
1. <i>New York</i>	1. <i>Georgia</i>
2. <i>Massachusetts</i>	2. <i>South Carolina</i>
3. <i>Pennsylvania</i>	3. <i>Alabama</i>

A **2-point** response is shown in the table above.

SELECTED-RESPONSE ANSWER GRID

Item	Benchmark	Answer
1	SOC.II.1.LE.2	D
2	SOC.II.3.LE.3	B
3	SOC.II.4.LE.4	C
4	SOC.II.3.LE.1	B
5	SOC.II.2.LE.3	C
6	SOC.II.2.LE.4	C
7	SOC.II.1.LE.2	D
8	SOC.II.1.LE.2	C
9	SOC.II.2.LE.2	B
10	SOC.II.2.LE.4	A
11	SOC.II.1.LE.3	See page 54.
12	SOC.I.2.LE.2	B
13	SOC.I.2.LE.2	B
14	SOC.I.3.LE.1	B
15	SOC.I.3.EE.2	C
16	SOC.I.1.EE.4	B
17	SOC.I.2.LE.2	C
18	SOC.I.4.LE.2	C
19	SOC.I.4.LE.1	B
20	SOC.I.1.LE.2	B
21	SOC.I.2.EE.1	A
22	SOC.I.3.LE.2	See page 55.
23	SOC.V.1.LE.3	B
24	SOC.VI.3.LE.1	See page 47.
25	SOC.III.1.LE.3	B
26	SOC.III.3.LE.2	B
27	SOC.III.2.LE.2	C
28	SOC.III.3.LE.2	D
29	SOC.III.2.LE.2	C
30	SOC.III.2.LE.2	A
31	SOC.III.2.LE.2	B
32	SOC.III.2.LE.3	D
33	SOC.III.1.LE.2	A
34	SOC.III.2.LE.2	C
35	SOC.III.1.LE.1	See page 56.
36	SOC.IV.4.LE.2	B
37	SOC.IV.5.LE.3	B
38	SOC.IV.4.LE.1	B
39	SOC.IV.4.LE.1	A
40	SOC.IV.1.LE.2	C
41	SOC.IV.2.LE.1	C
42	SOC.IV.1.LE.3	C
43	SOC.IV.1.LE.1	D
44	SOC.IV.1.LE.2	B
45	SOC.IV.2.LE.2	C
46	SOC.IV.1.LE.2	See page 57.
47	SOC.V.1.LE.3	B
48	SOC.V.1.LE.2	See page 58.
49	SOC.V.1.LE.3	D
50	SOC.VI.3.LE.1	See page 47.

PART FOUR: RESOURCES AND ACKNOWLEDGMENTS

GLOSSARY

Analytic Scoring: The awarding of separate scores for different traits or dimensions of a student's work.

Assessment: The gathering of evidence to judge a student's demonstration of learning. Assessment aids educational decision making by securing valid and reliable information to indicate whether students have learned what is expected. Assessment is built around multiple indicators and sources of evidence (combinations of performances, products, exhibitions, discourse, tests etc.).

Benchmark: A statement of what students are expected to learn at various developmental levels (i.e., early elementary school, later elementary school, middle school, and high school) to indicate progress made toward meeting a content standard.

Cluster: A group of selected-response items pertaining to the same set of prompts on the statewide social studies tests.

Content: Subject matter from the disciplines of history, geography, American government, and economics and the problems and issues to which they are applied.

Content Standard: A statement indicating what students are expected to know and be able to do by the time they graduate. The 25 content standards for social studies are attributes of informed and responsible citizens and are the goals of the curriculum.

Context: General topics expected to be included in the content of a K–12 curriculum that serve as a basis for test items. For example, “Michigan” is a context for The MEAP Test Grade 5 and “United States History Since 1815” is a context for the MEAP High School Test.

Constructed Response: A type of test item that requires students to generate a reply that they have created based upon their prior knowledge and information presented in a prompt at the time of testing. A constructed response will take students roughly five minutes to complete and could be expressed in various forms, e.g., a paragraph, table, map, chart, or graph.

Core Democratic Values: The fundamental beliefs and constitutional principles of American society expressed in foundational documents of the United States such as the Declaration of Independence and the Constitution.

Curriculum: A coherent plan for a designated period of time specifying the content that students are expected to understand and apply. A curriculum normally includes standards, benchmarks, and a sequence of content that serve as the basis for instruction and assessment.

Elaborate: To analyze, explain, or support a claim by making additional statements. For some constructed-response and extended-response test items, students are expected to elaborate claims they make when responding.

Extended Response: A type of test item that allows students 20 minutes to compose an elaborated essay based upon their prior knowledge and information presented in a prompt at the time of testing.

Holistic Scoring: Scoring based on an overall impression of a work rather than on an accumulation of points.

Instruction: The decisions and actions of teachers before, during, and after teaching to increase the probability of student learning.

Performance Standards: A description of performance levels based on social studies content standards and benchmarks. Performance standards serve as a bridge between what is taught and what is tested.

Persuasive Essay: A written composition that expresses a position on an important public issue and supports the position with reasoned argument.

Prompt: Information presented in a test item that activates prior knowledge and requires analysis in order for a student to respond. A prompt could be a passage, map, chart, graph, drawing, photograph, or combination of these.

Scoring Guide: A scoring guide is a tool for evaluating student performance on an assessment task. It includes a set of criteria used to compute a score that represents the caliber of a student's performance. These criteria are sometimes called a rubric.

Selected Response: A type of test item, sometimes called “enhanced multiple choice,” that requires students to select a response from a group of possible choices. Social studies selected-response items will pertain to a prompt and be presented in clusters. They will require students to remember what they are expected to know from a curriculum and to analyze information presented by the prompt.

Subject Area: A body of content derived from related disciplines and organized for curriculum. Social studies is one of four subject areas in the Michigan Model Academic Core Curriculum. The other three subject areas are English language arts, mathematics, and science.

Strand: A category for classifying the content standards of a subject area curriculum. The social studies content standards are categorized into seven strands: historical perspective, geographic perspective, civic perspective, economic perspective, inquiry, public discourse and decision making, and citizen involvement.

Testing: The systematic collection of information about a student's knowledge and skills with a standardized instrument. Tests are one aspect of a comprehensive system for educational assessment.

SOCIAL STUDIES EDUCATION RESOURCES

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2100 Pontiac Lake Road
Waterford, MI 48328
(248) 209-2037

Michigan Department of Education

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Michigan Educational Assessment Program (MEAP)
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Lansing, MI 48909
(517) 335-0568

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P.O. Box 30008
Lansing, MI 48909
(517) 373-2893

Michigan Council for History Education

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Dearborn Public Schools
Ten Eyck Administration Center
18700 Audette
Dearborn, MI 48124
(313) 730-0150

Michigan Geographic Alliance

Michael Libbee
Central Michigan University
294 Dow Science Hall
Mount Pleasant, MI 48859
(517) 774-3723

Center for Civic Education Through Law

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2100 Pontiac Lake Road
Waterford, MI 48328
(248) 209-2325

Economics America of Michigan

Patricia Bonner
Executive Director
37000 Grand River Avenue, Suite 365
Farmington Hills, MI 48335
(248) 888-1075

SOURCES FOR NATIONAL CURRICULUM STANDARDS

Curriculum Standards for Social Studies: Expectations of Excellence

National Council for the Social Studies

3501 Newark Street, NW

Washington, DC 20016-3167

(202) 966-7840

National Standards for United States History: Exploring the American Experience

National Center for History in the Schools

University of California, Los Angeles

1100 Glendon Avenue, Suite 927

Los Angeles, CA 90024-4108

Fax: (310) 825-4723

National Standards for United States History: Exploring Paths to the Present

National Center for History in the Schools

University of California, Los Angeles

1100 Glendon Avenue, Suite 927

Los Angeles, CA 90024-4108

Fax: (310) 825-4723

National Standards for History: Expanding Children's World in Time and Space

National Center for History in the Schools

University of California, Los Angeles

1100 Glendon Avenue, Suite 927

Los Angeles, CA 90024-4108

Fax: (310) 825-4723

Geography for Life: National Geography Standards 1994

National Geographic Society

P.O. Box 1640

Washington, D.C. 20013

(800) 368-2728

National Standards for Civics and Government

Center for Civic Education

5146 Douglas Fir Road

Calabasas, CA 91320-1467

(800) 350-4223

A Framework for Teaching Basic Economic Concepts

National Council on Economic Education

1140 Avenue of the Americas

New York, NY 10036

(800) 338-1192

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